

Developing and Implementing an Action Plan

Establishing Accountability for Activities

Using the components and elements developed in the previous steps, the SAC members can now sit down with their partners and potential partners to determine who is committed to implementing the strategy and who will be responsible for what in its implementation. Establishing accountability is the foundation step to using performance monitoring. “Specific entities must be willing to be held accountable for undertaking activities, within an overall strategy for dealing with a health issue, that are expected to contribute to achieving the desired outcomes.”¹

The SAC members need to be very clear about the levels of accountability they will be seeking and subsequently measuring.

“Accountability for population well being goes beyond any one organization or any one level of government—in fact, it is beyond government itself. It requires the whole community, public and private partners to make a difference. (It takes a community to turn a curve.)”²

Population results are always the responsibility of multi-sector partnerships. On the other hand, customer or client results generally are the responsibility of programs, agencies, and/or service systems and their managers. Customer/client results can be seen as building blocks for achieving population results over time. In this way, collective client results impact the turning of the curve. (*An Advanced View of the Relationship Between Indicators and Performance Measures* in the “Tools” section illustrates the relationship between client and population results.) On the whole, it is more likely that SAC members will be implementing shorter-term strategies with one or more community partners to affect customer/client outcomes rather than larger and longer-term multi-sector efforts that address a community’s systemic issues and directly impact population results. The client results of the SAC’s health improvement initiative will contribute to the improved well-being of the population. (*The Linkage Between Results and Performance Measures* in the “Tools” section depicts how this contribution works.)

With their understanding of accountability levels, the SAC members can begin negotiating with their partners to determine who will do what elements of the strategy and by when. Each entity will need to “accept individual responsibility for performing those tasks which are consistent with its roles, resources, and capabilities.”³ Partners can commit to no-cost or low-cost actions as well as actions requiring more substantial resources. (*Prototype Accountability/Implementation Plan Format* in the “Tools” section presents a format that can be used for identifying partners’ commitments by component and element.)

Tools for this Section: An Advanced View of the Relationship Between Indicators and Performance Measures, The Linkage Between Results and Performance Measures, Prototype Accountability/Implementation Plan Format

Establishing Performance Measure Sets

Once the SAC and its partners have established accountability for components and elements, it is time to pick the right performance measures for each of the committed partners (including the SAC if it is an active partner).⁴ *This process applies to laying out the overall strategy as well as to the individual partners' pieces of the strategy.* In thinking about performance measurements, it will help to keep in mind the following criteria:

- **Does it make sense?** (Can it be explained to others in the organization—will it make sense to them?)
- **Is it useful?** (If it's not useful, don't do it. Use understandable formats that actually help managers manage programs. If it is useful to managers, it will be useful to everyone else in the system.)
- **Does it address client or customer well-being?** (The most important performance measures are measures of whether and to what extent the clients/customers are better off. This kind of measurement should be at the center of the work.)
- **Does it get you from talk to action?** (The purpose of performance measurement is to improve performance. This means a disciplined and common sense way of getting from identifying performance measures to actually using them to do better.)

Picking the right measures requires being clear about what is being measured. This entails “drawing a fence” around the thing to be measured—i.e., a program, a component of a program with some organizational identity, an entire organization or agency, or an entire service system involving many agencies and their programs. Once the “fence” is drawn, questions can be asked about what's inside, starting with “Who are the customers?” Customers include not only the direct recipients (or beneficiaries) of a service, but also others who depend on the program's performance, such as related programs and partners. Just like in business, it is important to look at the full range of customers because success comes from doing a good job for your customers.

Once the customers are known, it is time to consider the different types of performance measures and choose the most important. All performance measures can be placed in one of four categories derived from the intersection of “quantity and quality” with “effort and effect.” (*All Performance Measures Answer Two Sets of Questions* in the “Tools” section illustrates this intersection.) But not all performance measures are of equal importance. The four quadrants are presented below:

	QUANTITY	QUALITY
EFFORT	What did we do? <i>How much service did we deliver?</i>	How well did we do it? <i>How well did we deliver service?</i>
EFFECT	Is anyone better off (#)? <i>How much change for the better did we produce?</i>	Is anyone better off (%)? <i>What quality of change for the better did we produce?</i>

The upper quadrants look at what the staff do, and how well they do it. The lower quadrants look at the customers and the conditions of their well-being that the staff's activities can affect. The left quadrants look at quantity (how much, how many). The right quadrants look at quality (how well, how better off).

The most important measures tell us whether clients or customers are better off as a consequence of receiving the service (lower right quadrant—quality of effect). These are the “client or customer results” which gauge the effect of the service on people's lives.

Generally, “better-off-ness” occurs along four dimensions:

- **Skills/Knowledge**: Did their skills or knowledge improve?
- **Attitude**: Did their attitude change for the better?
- **Behavior**: Did their behavior change for the better?
- **Circumstance**: Is their life circumstance improved in some demonstrable way?

The second most important measures are those that tell whether the service and its related functions are done well (upper-right quadrant—quality of effort). Measures in this area include such things as timeliness of service, accessibility, cultural competence, turnover rate and morale of staff. Managers can use these measures to guide the administration of a program and make it better. (*Separating the Wheat from the Chaff* in the “Tools” section illustrates the important measures. *Links to Other Performance Measurement Terms* in the “Tools” section provides examples of other terminology used in the four quadrants by various measurement systems.)

The least important quadrant is the upper left one, where the number of clients or the number of activities is counted. Yet many programs are focused on either this quadrant or in the upper right quadrant (how well we did the activities). Still other programs may be focused on the lower left quadrant (how many were better off), but are unable to address the most important quadrant of all—the lower right, or quality of effect. It is only in this quadrant that one can assess the bottom line effect of a program.

A note of caution: All program performance measures are affected by many factors beyond the particular program's control. However, what's important here is that the program can make a contribution to the improvement of the client's well-being. Lack of control over the measure must not be allowed as an excuse for not measuring results. Rather, the key is to create a performance accountability system that is useful to managers and that takes the “control” issue into account. This is done in three ways:

- *Managers are asked to assess their performance on these measures based on whether they are doing better than their own history.* This requires the same technique as used for cross-community indicators: creation of a baseline. The manager is asked to present a history of their program's performance, and where their performance is headed. They are asked to do better than their own baseline.
- *Next managers are asked to think about the partners who have a role to play in doing better.* Programs cannot produce the most important results for customers by themselves.
- *Finally, managers must ask and answer: What works to improve performance?* Out of this, managers present their best thinking about what needs to be done.

(*Seven Questions Central to Performance Accountability* in the “Tools” section summarizes this thinking process. These questions should be asked and answered at every intersection between a supervisor and a subordinate throughout the system. These questions should also be used by all the partners throughout the initiative's implementation to keep the effort on track. *Analysis for Performance Accountability* in the “Tools” section provides a format for recording the results of the thinking process.)

The following is a five-step technique for helping people identify performance measures, select the most important ones, and identify a data development agenda:

1. ***How Much Do We Do?*** For the upper left quadrant, put down the measure “# of customers served.” Ask if there are better, more specific ways to count customers or important subcategories of customers, and list them. Next ask what activities are performed. Convert each activity into a measure—e.g., “we train people” becomes “# of people trained.” Make sure all major activities have been listed.
2. ***How Well Do We Do It? How Well Do We Perform These Activities?*** For the upper right quadrant, use standard measures that apply to most programs (see “Separating the Wheat from the Chaff” in the “Tools” section for examples). Then take each activity listed in the upper left quadrant and list measures that tell whether that activity was performed well. At a minimum, consider whether timeliness and/or accuracy matter for the activity, and convert the answers into measures.
3. ***Is Anyone Better Off?*** For the lower left and lower right quadrants, ask “In what ways could clients be better off as a result of getting this service? How would we know if they were better off in measurable terms?” Create pairs of measures (# and %) for each answer—“#” goes in the lower left and “%” goes in the lower right. Explore each of the four categories of “better off-ness”—skills/knowledge, attitude, behavior and circumstance. Note: each performance measure has two versions—a lay definition and a technical definition. The lay definition is one that anyone could understand (e.g., percentage of clients who got jobs). The technical definition exactly specifies for percentages what the numerator and the denominator are—e.g., the number of clients who got jobs this month, divided by the total number of clients enrolled in the program at any time during the month.

4. **Headline Measures.** There is a quick way to accomplish this step, and a longer, but more thorough, method. The quick method is to identify measures in the upper right and lower right quadrants for which there is “good” data—i.e., decent data that is available today (or can be available with little effort). Of those measures, identify which one would apply if only one could be used to describe the program. Then identify the second choice, then the third choice. There should be no more than four or five measures in a mix of upper and lower right measures. These choices represent a working list of headline measures for the program.

The longer method involves rating each measure high (H), medium (M) or low (L) on the three criteria of Communication, Proxy and Data Power. (These criteria are the same ones used in the selection of result indicators in the *Problem Identification and Prioritization* phase of this health improvement initiative process.)

Communication Power: Does the performance measure communicate to a broad range of audiences? If you had to stand in the public square and explain the performance of this program to your neighbors, what two or three measures would you use?

Proxy Power: Does the performance measure say something of central importance about the program (agency or service system)? Can this measure stand as a proxy for the most important things the program does?

Data Power: Do we have quality data on a timely basis? Is the data reliable and consistent? Timely data is important so we can see progress (or lack thereof) on a regular and frequent basis.

Measures which are high across all three criteria likely will be the best candidates for headliner measures.

5. **Data Development Agenda.** Ask “If you could buy one of the measures for which you don’t have data, which one would it be?” Then ask for a second choice, then a third choice. List four or five measures—this is the beginning of your data development agenda in priority order.

This five-step process will lead to a three-part list of performance measures:

- **Headline Performance Measures** (those three to five measures you would use to present or explain your program’s performance to policy makers or the public);
- **Secondary Measures** (all other measure for which you now have data. These measures will be used to help manage the program, and they will often figure in the story behind the curve for headline measures.); and
- **Data Development Agenda** (measures you would like to have, listed in priority order. A judgment will have to be made how far down this list to go within available resources.)

The headline measures are the starting point for using data to improve program performance. (*Performance-Based Decision Making* in the “Tools” section illustrates the process of selecting and using performance measures. *Example from a typical*

alcohol and drug abuse treatment program and *Examples of Measurements Found in the Four Quadrants* in the “Tools” section provide some examples of performance measurements.)

Tools for this Section: All Performance Measures Answer Two Sets of Questions, Separating the Wheat from the Chaff, Links to Other Performance Measurement Terms, Seven Questions Central to Performance Accountability, Analysis for Performance Accountability, Performance-Based Decision Making, Example from a typical alcohol and drug abuse treatment program, Examples of Measurements Found in the Four Quadrants

Constructing the Logic Model

Having identified the relevant sets of performance measures, the SAC and its partners are now ready to paint a picture of how things will work. This is done through the building of a “Logic Model.” A Logic Model is basically “a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan to do, and the changes or results you hope to achieve.”⁵ This is where the SAC and its partners will link the intended results with the planned work through a chain of reasoning or “if...then...” statements on their way to a solution to a problem or situation:

Your Planned Work

Certain resources are needed to operate your program

(Resources/Inputs—What we invest)



*If you have access to them, **then** you can use them to accomplish your planned activities*

(Activities—Products, services, infrastructure)



Your Intended Results

*If you accomplish your planned activities, **then** you will deliver the amount of product and/or service that you intended*

(Outputs—Activities [what we do] & Participation [who we reach])



If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways

**(Outcomes—What the short term results are: Learning/
What the medium results are: Action)**



*If these benefits to participants are achieved, **then** certain changes in organizations, communities or systems might be expected to occur*

(Impact—What the ultimate impact is: Conditions)⁶

Important considerations affecting the program framework are (1) the **assumptions** underlying the program design; and (2) the **environment** in which the program will function, and which will affect the outputs and outcomes.

- *Assumptions* are beliefs about the program participants, the way the program will operate, how resources, staff will be engaged, and the theory of action. Faulty assumptions are often the reason for poor results; therefore check and test assumptions for each “if-then” sequence. Are the assumptions realistic and sound? What evidence or research supports your assumptions?
- *Environment* is the context and external conditions in which the program exists and which influence the success of the program. The context of the program includes such things as politics, family circumstances, cultural milieu, demographics, economics, values, biophysical environment, policies and services. What affects the program over which you have little control?⁷

The power of the Logic Model works in all phases of a program’s development: planning and design; implementation and management; and evaluation and communication. Using a Logic Model will help the SAC members and their partners find the “gaps” in the theory or logic of their program so they can work to resolve them. The model will also help build a shared understanding of what the program is all about and how the parts work together. The model will help management focus attention on the most important connections between action and results. And finally, the model provides a way to involve and engage stakeholders in the design, process, and use of evaluation.⁸ The Logic Model will not tell you if you are doing the right thing,⁹ but it will help you determine if what you are doing is plausible (design) and feasible (implementation).¹⁰

In building its Logic Model(s), the SAC and its partners already will have identified the desired population results and the program performance measures. (***Framework Crosswalk Analysis*** in the “Tools” section illustrates the blending of the Results Accountability Framework with the Logic Model.) The main task then becomes planning out the activities within the available resources (current or future staff, time, money, etc.). The *Prototype Accountability/Implementation Plan Format* completed for establishing accountability can be helpful in putting together this portion of the Logic Model. To accomplish this part, the SAC members and partners will need to develop a list of what they want to do to accomplish their outcomes and results. Then they will need to prioritize the list, preferably using selected criteria to judge each item. The criteria of:

- ***Specificity*** (Is the item actionable?)
- ***Leverage*** (How much effect will it have on turning the curve?)
- ***Values*** (Is it consistent with personal and community values?) and
- ***Reach*** (Is it feasible and affordable?)

used earlier in analyzing “*what works*” can be helpful for this prioritizing process. Using the prioritized list, determine what is needed to accomplish the activity and how much it will cost—this will become the activity’s “price tag.” Now the SAC members and partners can take the money that they have (or that they are certain they can get) and buy as far down the list as they can.¹¹ Put the results in the Logic Model format, and then check the model to make sure:

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1. The connections between inputs, outputs and outcomes are clear and reasonable;
2. It represents research and best practice; and
3. It represents the program's purpose—response to the situation.¹²

(Logic Model: Program Performance Framework in the “Tools” section provides a format for laying out the situation, inputs, outputs, outcomes, assumptions, and environmental factors.)

Once satisfied that the Logic Model is reasonable and doable, the SAC members and partners have the basis for the next step of putting together an action plan. The Logic Model is an iterative tool that will be used throughout the health improvement initiatives implementation and evaluation to help guide the use of resources and to evaluate progress and outcome. However, it is important to remember that the Logic Model only represents reality, it is not reality itself. Programs are not linear in real life operation. They have dynamic relationships that generally do not follow sequential order. Also, the Logic Model focuses on intended outcomes. There may also be unintended or unexpected outcomes which require attention. And finally, it will be important to consider other factors that may be affecting observed outcomes.¹³

Tools for this Section: Framework Crosswalk Analysis, Logic Model: Program Performance Framework

Implementing the Strategy

Having completed the Logic Model, the SAC members and partners are now ready to put together an Action Plan that will describe who will do what, when, and how to carry out the agreed-upon strategy. The Action Plan, combined with the Logic Model, will serve as the road map to keep the effort on track.

Basically, an Action Plan can be thought of as a chart with *tasks* listed in the *left* column. Then across the *top* of the chart are column *headings*: description of task, who is responsible (preferably showing primary and secondary, or lead and support responsibility), when the task starts and when it will be finished. Most Action Plan formats also include a column for status reporting. The Action Plan helps the SAC members and partners keep on time and on track, and always in the context of the desired results. (***A Possible Action Plan Outline*** in the “Tools” section offers a format for developing an Action Plan.) It may be that applying for supporting grants for the health improvement initiative will also be part of the final Action Plan. In that case, some acquisition of resources or implementation of activities will be deferred in the Plan until financial support is secured. With the Action Plan in place, the SAC members and partners are ready to implement the plan. Once the plan is launched, the SAC members and partners will be moving to the next phase of the process, “Monitor Progress and Outcomes.”

Tools for this Section: A Possible Action Plan Outline

¹ “A Community Health Improvement Process,” in Improving Health in the Community: A Role for Performance Monitoring, JS Durch, LA Bailey, MA Stoto, eds., National Academy Press, Washington, D.C., 1997, p.99. Retrieved 7/2/2002 from the World Wide Web: <http://www.nap.edu/openbook/0309055342/html>

² “What is the difference between population well-being (results accountability) and client well-being (performance accountability) and why is it important?” in M. Friedman, The Results and Performance Accountability Implementation Guide, Fiscal Policies Studies Institute, 2002. Retrieved 7/12/2002 from the World Wide Web: <http://www.raguide.org>

³ “A Community Health Improvement Process,” in Improving Health in the Community: A Role for Performance Monitoring, op. cit., p. 99

⁴ Materials presented in this section are adapted from “What are the basic ideas behind performance accountability?”, “What is the difference between indicators and performance measures? How do results and performance accountability fit together?”, “How do we help people identify performance measures for their program or service?”, “What are the differences between the 4 quadrants (upper left, upper right, lower left, lower right)?”, and “How do we select the most important “headline” performance measures for my program or service?” in M. Friedman, The Results and Performance Accountability Implementation Guide, op. cit

⁵ W.K. Kellogg Foundation, Chapter 1: “Introduction to Logic Models,” in Logic Model Development Guide, Battle Creek, Michigan, 2001, p. 1. Retrieved 9/24/2002 from the Wide World Web: <http://www.wkkf.org/pubs/Pub3669.pdf>

⁶ Adapted from: W.K. Kellogg Foundation, Chapter 1: “Introduction to Logic Models,” in Logic Model Development Guide, op. cit., pp. 3, 8, and E. Taylor-Powell, “Logic Model: Program Performance Framework” in Logic Model Workshop, University of Wisconsin-Extension, Madison, Wisconsin, 12/5/2001, p. 4. Retrieved 9/24/2002 from the World Wide Web: <http://www.uwex.edu/ces/pdande/evaluation/pdf/LMworkshopA.pdf>

⁷ Adapted from E. Taylor-Powell, “Logic Model: Program Performance Framework” in Logic Model Workshop, op. cit., pp. 19-27.

⁸ Adapted from: W.K. Kellogg Foundation, Chapter 1: “Introduction to Logic Models,” in Logic Model Development Guide, op. cit., p. 6.

⁹ E. Taylor-Powell, “Limitations of Logic Model” in Logic Model Workshop, University of Wisconsin-Extension, Madison, Wisconsin, 12/5/2001, p. 45. Retrieved 9/24/2002 from the World Wide Web: <http://www.uwex.edu/ces/pdande/evaluation/pdf/LMworkshopB.pdf>

¹⁰ Concepts of “plausible” and “feasible” adapted from G.P. Loos, Chapter 5: “Program Logic Model” in Technical Field Guide for International Health Planners and Managers, University of Hawaii School of Public Health, Second Draft, April 1992, p. 31.

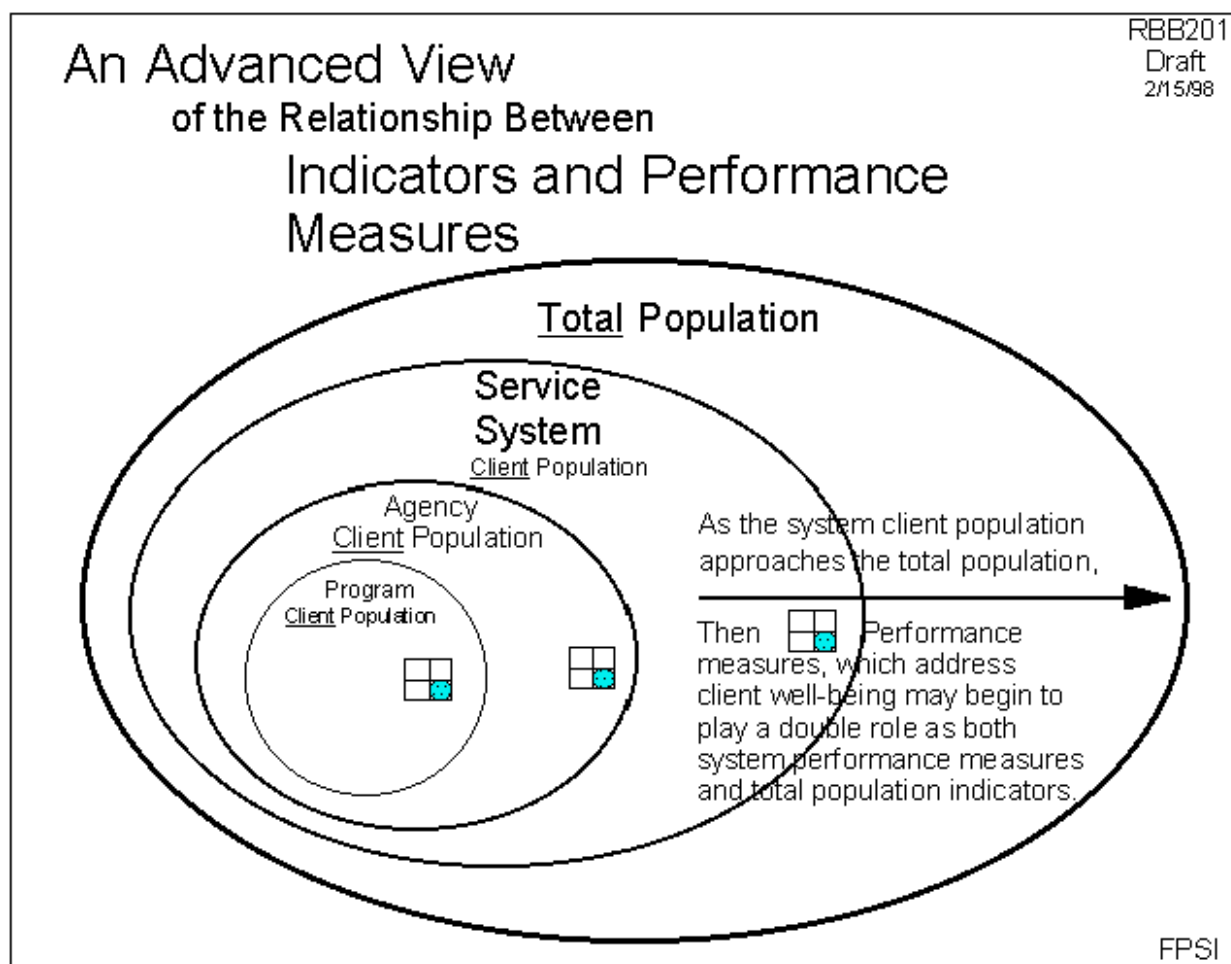
¹¹ This process adapted from “How do we create an action plan and budget?” in M. Friedman, The Results and Performance Accountability Implementation Guide, Fiscal Policies Studies Institute, 2002. Retrieved 10/22/2002 from the World Wide Web: <http://www.raguide.org>

¹² Adapted from E. Taylor-Powell, “Logic Model: Program Performance Framework” in Logic Model Workshop, op. cit., p. 49.

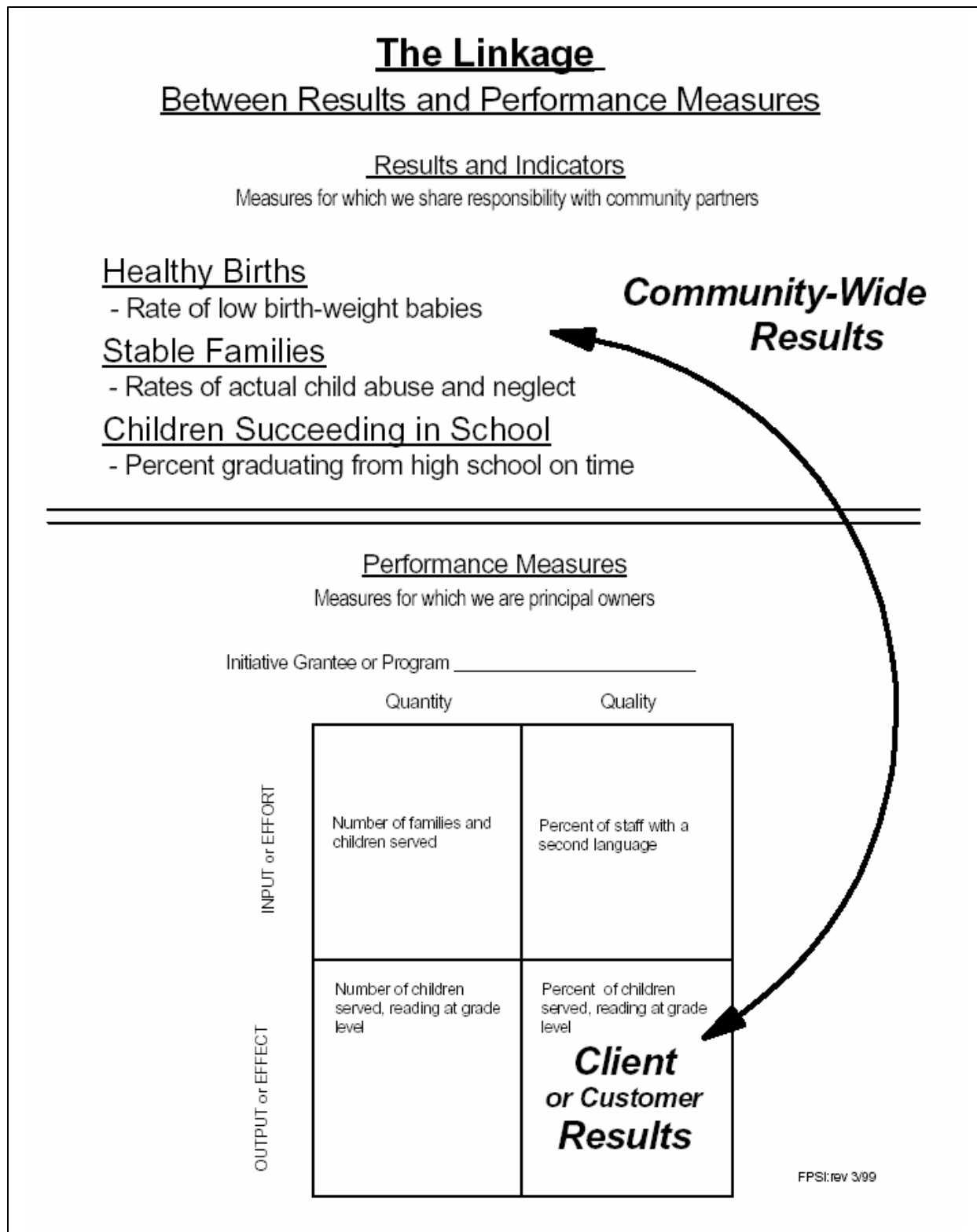
¹³ Discussion of limitations adapted from E. Taylor-Powell, “Limitations of Logic Model” in Logic Model Workshop, op. cit., p. 45.

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Tools



From: "What is the difference between population well-being (results accountability) and client well-being (performance accountability) and why is it important?" in M. Friedman, The Results and Performance Accountability Implementation Guide, Fiscal Policy Studies Institute, 2002. Retrieved 7/12/2002 from the World Wide Web: <http://www.raguide.org>. Used by permission.



From: "What is the difference between indicators and performance measures? How do results and performance accountability fit together?" in M. Friedman, The Results and Performance Accountability Implementation Guide, Fiscal Policies Studies Institute, 2002. Retrieved 7/12/2002 from the World Wide Web: <http://www.raguide.org>. Used by permission.

Prototype Accountability/Implementation Plan Format*

Community Initiative _____

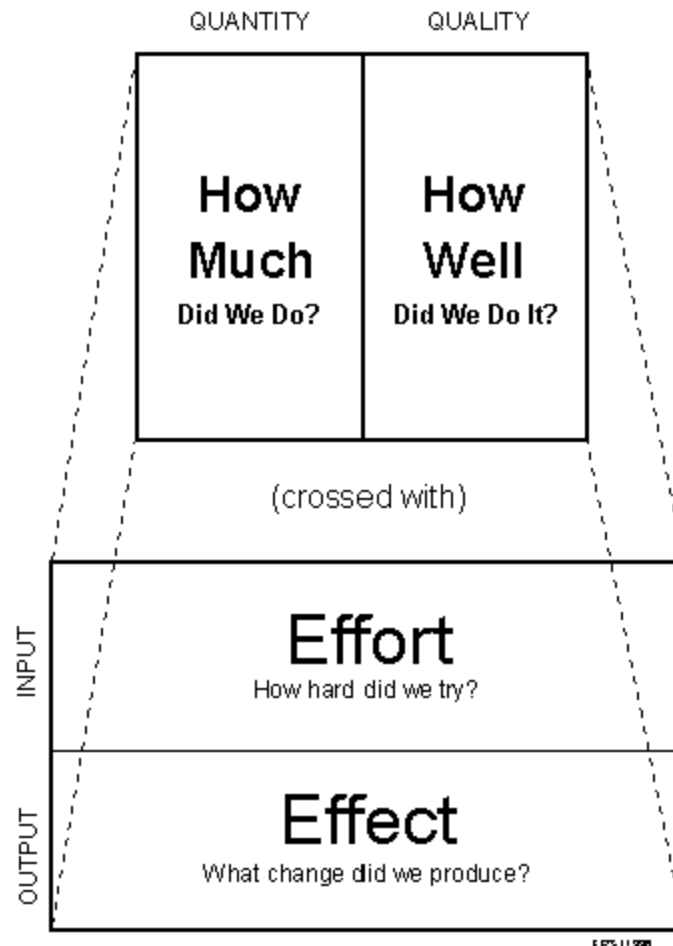
Task/Activity Description ^A (Goals and Objectives)	Responsibility		Schedule		Status
	Primary	Secondary	Start	Complete	

^ABased on the Components and Elements worksheets

* Adapted from M. Friedman, The Results and Performance Accountability Implementation Guide, <http://www.raguide.org> and Community Tool Box, <http://ctb/ukans.edu/>

All Performance Measures

Answer Two Sets of Questions



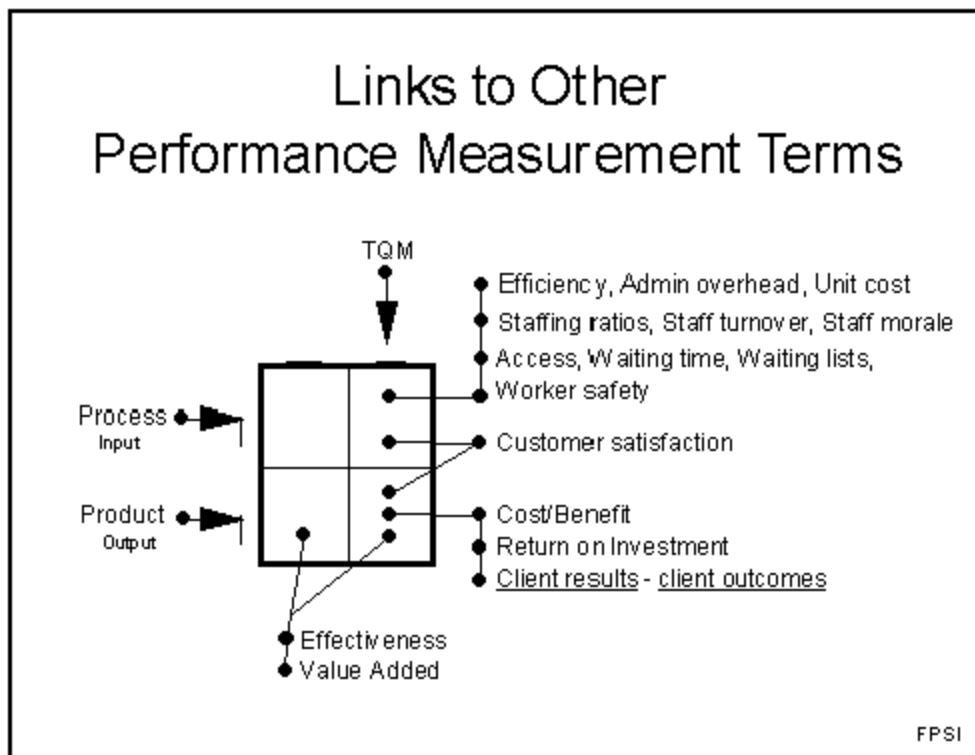
From “What are the basic ideas behind performance accountability?” in M. Friedman, [The Results and Performance Accountability Implementation Guide](#), Fiscal Policy Studies Institute, 2002. Retrieved 10/12/2002 from the World Wide Web: <http://www.raguide.org>. Used by permission.

Separating the Wheat from the Chaff

Types of Performance Measures found in each Quadrant

<u>What We Do</u>	<u>How Well We Do It</u>
<p># Clients/customers served</p> <p># Activities (by type of activity)</p>	<p>% Common measures (e.g. client staff ratio, staff turnover rate, staff morale, % staff fully trained, % satisfied customers, % clients seen in their own language, worker safety, unit cost)</p> <p>% Activity-specific measures (e.g. % actions timely, % clients completing activity, % actions correct and complete, % of actions meeting standard etc.)</p>
<u>Is Anyone Better Off?</u>	
<p>#</p> <p>#</p> <p>#</p> <p>#</p> <p>FP SI rev 9/00</p>	<p>% Skills / Knowledge (e.g. parenting skills)</p> <p>% Attitude (e.g. toward drugs)</p> <p>% Behavior (e.g. school attendance)</p> <p>% Circumstance (e.g. working, in stable housing)</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Point in Time vs. Point to Point Improvement</p>

From “How do we help people identify performance measures for their program or service?” in M. Friedman, The Results and Performance Accountability Implementation Guide, Fiscal Policy Studies Institute, 2002. Retrieved 7/12/2002 from the World Wide Web: <http://www.raguide.org>. Used by permission.



From “What are the basic ideas behind performance accountability?” in M. Friedman, The Results and Performance Accountability Implementation Guide, Fiscal Policy Studies Institute, 2002. Retrieved 8/25/2002 from the World Wide Web: <http://www.raguide.org>. Used by permission.

The Seven Questions Central to Performance Accountability*

Performance Accountability for Programs Agencies and Service Systems

- 1. Who are our customers, clients, people we serve?
(e.g. children in a child care program)**
- 2. How can we measure if our customers/clients are
better off? (performance measures about client results
- e.g. percent of children with good literacy skills)**
- 3. How can we measure if we are delivering service
well? (e.g. client staff ratio, unit cost, turnover rate
etc.)**
- 4. How are we doing on the most important of these
measures? Where have we been; where are we
headed? (baselines and the story behind the baselines)**
- 5. Who are the partners who have a potential role to
play in doing better?**
- 6. What works, what could work to do better than
baseline? (best practices, best hunches, including
partners' contributions)**
- 7. What do we propose to do? (multi-year action plan
and budget, including no-cost and low-cost items)**

- FPSI

* From "What are the basic ideas behind performance accountability?" in M. Friedman, [The Results and Performance Accountability Implementation Guide](#), Fiscal Policy Studies Institute, 2002. Retrieved 7/12/2002 from the World Wide Web: <http://www.raguide.org>. Used by permission.

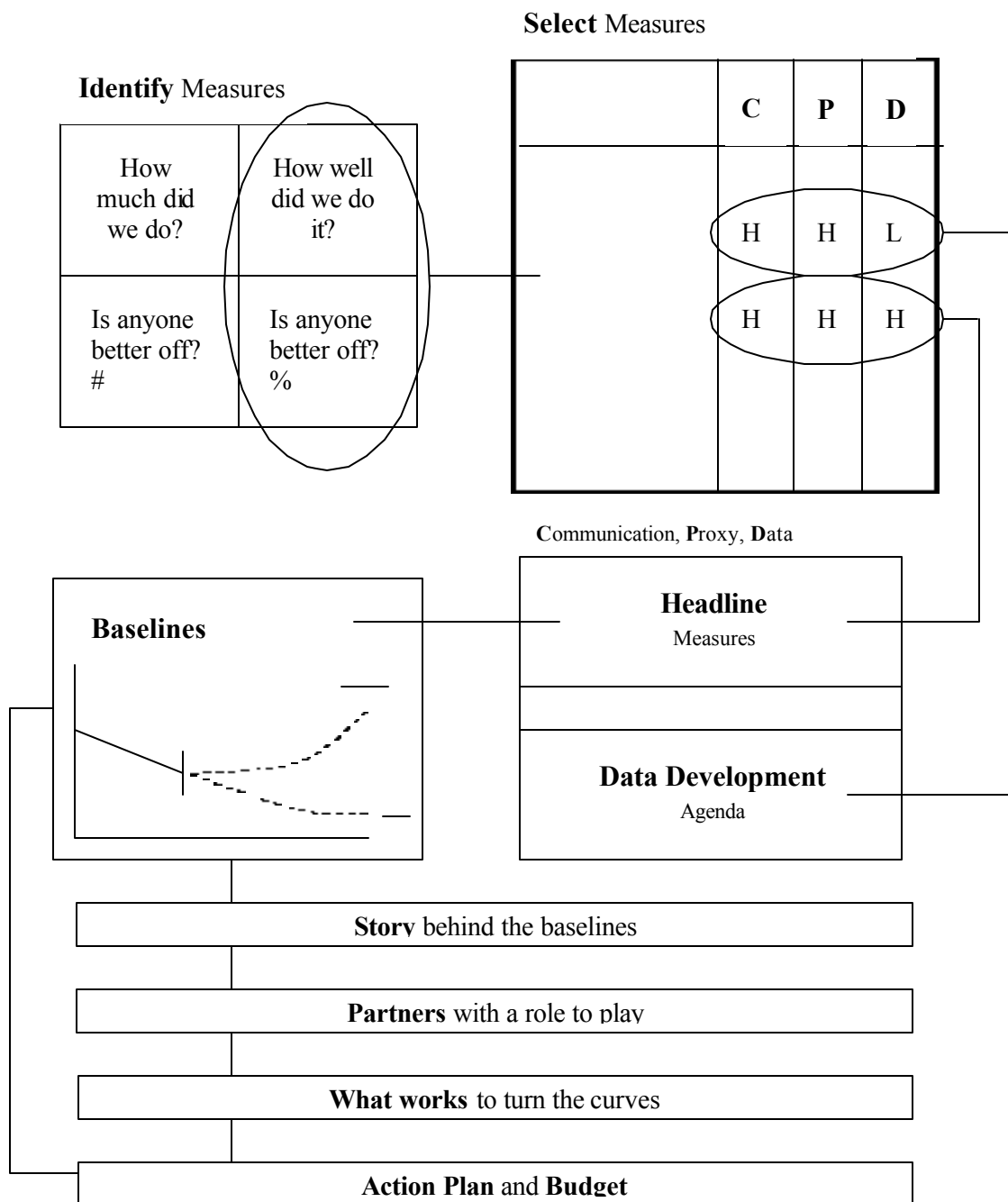
Analysis for Performance Accountability*

Program and Agency		
Performance Accountability		
<i>Story Analysis</i>		
1. Customers:	_____	_____
	_____	_____
2. Measures:		
a. How much did we do? (UL):	_____	_____
	_____	_____
b. How well did we do it? (UR):	_____	_____
	_____	_____
c. Is anyone better off? (LR)	_____	_____
	_____	_____
3. Baseline:		
a. Trend reference:	_____	_____
	_____	_____
b. Story behind the baseline:	_____	_____
	_____	_____
4. Partners:	_____	_____
	_____	_____
5. What works:		
a. Actions with cost:	_____	_____
	_____	_____
b. No-cost / Low-cost::	_____	_____
	_____	_____
		FPSI

* Adapted from "What are the basic ideas behind performance accountability?" in The Results and Performance Accountability Implementation Guide, Fiscal Policy Studies Institute, 2002. Retrieved 7/12/2002 from the World Wide Web: <http://www.raguide.org>.

Performance–Based Decision Making

for Programs and Agencies



From “How do we help people identify performance measures for their program or service?” in M. Friedman, The Results and Performance Accountability Implementation Guide, Fiscal Policy Studies Institute, 2002. Retrieved 10/1/2002 from the World Wide Web: <http://www.raguide.org>. Used by permission.

Example from a typical alcohol and drug abuse treatment program:*

	QUANTITY	QUALITY
EFFORT	<u>Number of clients served</u> (lay definition); Number of clients in contact with the program at any time in the past month (technical definition)	<u>Staff vacancy rate</u> (lay definition) Total number of vacant full time equivalent positions at the end of the month divided by the total number of full time equivalent positions funded (technical definition).
EFFECT	<u>Number of clients off alcohol and drugs at program exit</u> (lay definition) Number of clients exiting the program last month who self reported no substance abuse in the prior 30 days (and not contradicted by their assigned worker) (technical definition)	<u>Percentage of clients off alcohol and drugs at program exit</u> (lay definition) Number of clients exiting the program last month who self reported no substance abuse in the prior 30 days (and not contradicted by their assigned worker) divided by the total number of clients exiting the program during the last month. (technical definition).

* From “What are the differences between the 4 quadrants (upper left, upper right, lower left, lower right)?” in M. Friedman, The Results and Performance Accountability Implementation Guide, Fiscal Policy Studies Institute, 2002. Retrieved 10/1/2002 from the World Wide Web: <http://www.raguide.org>. Used by permission.

Examples of Measurements Found in the Four Quadrants*

1. Common measures (in the upper right quadrant):

1. Client staff ratio
2. Staff turnover rate (This can be measured by % of vacant positions – or more interestingly - % of employees with the organization 1 year or less.)
3. Staff morale (usually from surveys)
4. Percent of staff fully trained
5. Percent of satisfied customers (with service delivery functions)
6. Percent of customers seen in their own language
7. Worker safety (usually accident or injury claim rate)

2. Cost measures: The following measures are the standard cost measures which fall in each quadrant. The most difficult of these to obtain is the lower left "benefit value." The cost benefit ratio equals the lower left over the upper left quadrant values.

<u>What we do</u>	<u>How well we do it</u>
Total Cost	Unit Cost
	Percent growth in expenditure
<u>Is anyone better off? - quantity</u>	<u>Is anyone better off? - quality</u>
Benefit Value	Cost Benefit Ratio
	Return on Investment
Amount Surplus/Deficit	Percent Surplus/Deficit

Program Specific Measures

The following section provides examples (not an exhaustive list) of some of the most important performance measures for each program or service. In most cases, the lay definition, but not the technical definition, is given.

* Adapted from "What are some examples of performance measures we can use for my program or services?" in M. Friedman, The Results and Performance Accountability Implementation Guide, Fiscal Policy Studies Institute, 2002. Retrieved 10/1/2002 from the World Wide Web: <http://www.raguide.org>. Used by permission.

Examples of Measurements Found in the Four Quadrants (Continued)

9. Mental Health - Children and Youth

<u>What we do</u> # clients (by diagnosis) # beds # outpatient clients # hours of therapy	<u>How well we do it</u> % intake and assessments % occupancy % bilingual staff
<u>Is anyone better off? - quantity</u> # # #	<u>Is anyone better off? - quality</u> % youth who show improved CAFAS scores from last quarter % Youth in school or working % Youth with attendance and grades as good or better than last quarter

Note: See note below Mental Health - Adults

10. Mental Health - Adults

<u>What we do</u> # clients (by diagnosis) # beds # outpatient clients # hours of therapy	<u>How well we do it</u> % intake and assessments on time % occupancy Waiting list Average hours of therapy per client
<u>Is anyone better off? - quantity</u> # # #	<u>Is anyone better off? - quality</u> % clients who "recover" (defined as lessening of diagnosis symptoms below DSM definition) % clients in school or working % readmissions

Note: There are several powerful and important population indicators which are closely associated with mental health, most important of these the prevalence of mental illness. These should be treated in the same way as any other public health population indicator. The Mental Health agency can take the lead in assembling and working with a broad partnership. But the agency is not solely responsible for these indicators, any more than the Health Department is responsible for the rate of HIV. In such situations, the agency should present its report on performance in two parts. Part one shows the population indicators, story behind the baselines, partners and what works strategy in the same way as any matter of population well-being. Part two shows the agency's performance on the most important of the above performance measures.

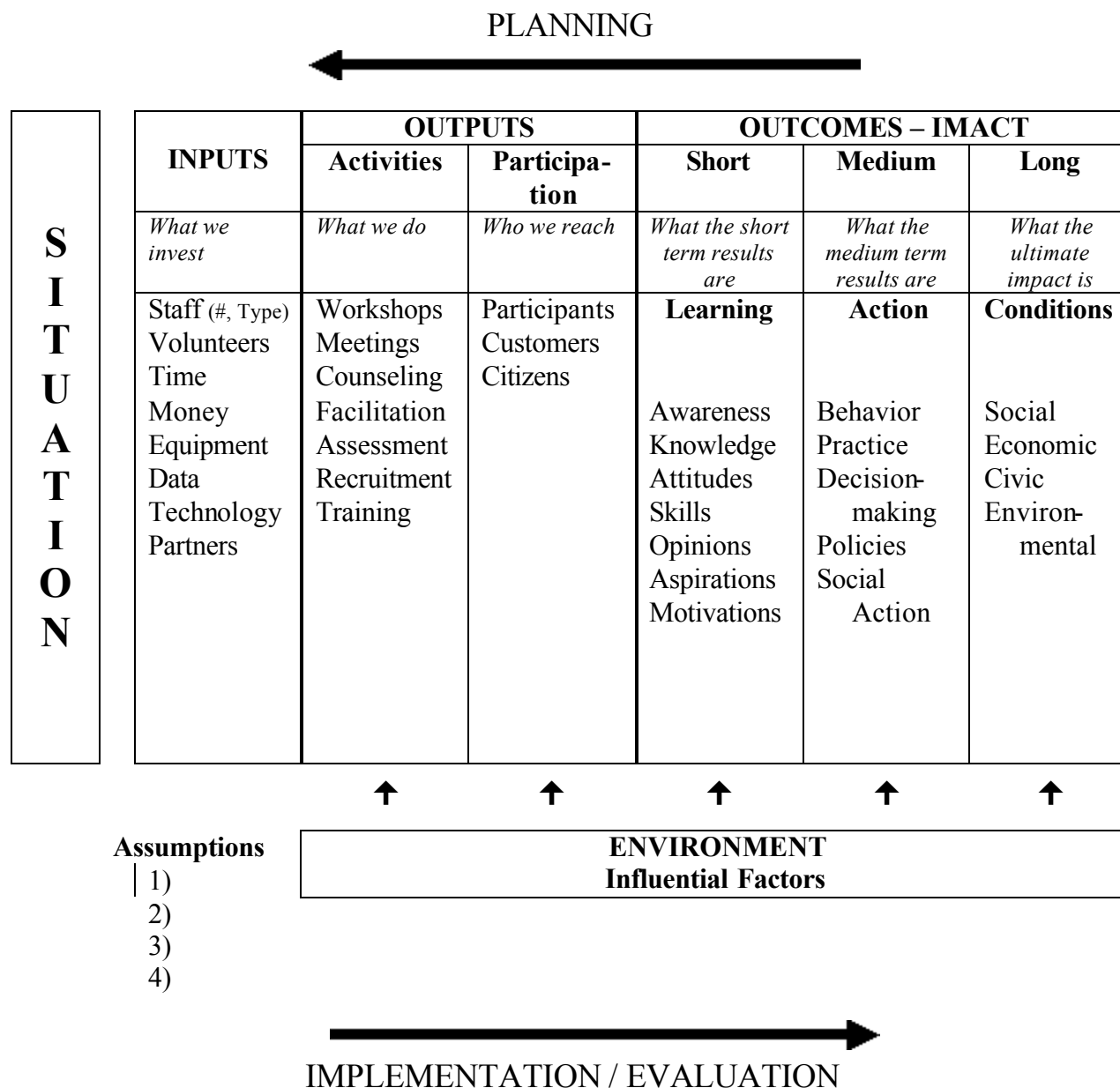
Framework Crosswalk Analysis

This shows a crosswalk from the results and performance accountability framework to a typical logic model framework. Also provided is a set of examples taken from work on all children 0 to 5 ready for school. The numbers next to each component show the usual order in which the thinking process progresses.

Framework Crosswalk Analysis		
<u>Population Results</u>	<u>Example</u>	<u>Logic Model</u>
1. Population	All children 0 to 5	
2. Results (Outcomes, Goals)	All children ready for school	<u>5. Goal</u>
3. Indicators (Benchmarks)	% Reading at gr level (3rd gr)	
Data Development Agenda	(plus other measures)	
Report Card		
4. Baseline		
5. Story behind the baseline		
Cost of Bad Results		
Research Agenda Part 1		
6. Partners		
7. What works	Child care for all 4-5 yr olds	
Research Agenda Part 2	(plus other BCE actions)	
8. Action Plan (strategy)		
9. Funding Plan (budget)		
<hr/>		
<u>Program Performance</u>		
1. Customers (Clients)	Children in "Happy Days" Center	
2. Performance measures		
Customer results	% children who know alphabet	<u>4. Outcome</u>
Quality of Effort	Child staff ratio	
Quantity of Effort	Number of children served	<u>3. Output</u>
Data Development Agenda		
3. Baseline		
4. Story behind the baseline		
Research Agenda Part 1		
5. Partners		
6. What works	Teaching the alphabet	<u>2. Activity</u>
Agency/program actions		
Partner's actions		
Research Agenda Part 2		
7. Action Plan (strategy)		
8. Funding Plan (budget)	State funds and fund raiser \$	<u>1. Input</u>

From "How do we fit together different approaches when there is more than one approach to results and performance accountability being used in my area?" in M. Friedman, The Results and Performance Accountability Implementation Guide, Fiscal Policy Studies Institute, 2002. Retrieved 8/25/2002 from the World Wide Web: <http://www.raguide.org>. Used by permission.

Logic Model: Program Performance Framework*



* Adapted from E. Taylor-Powell, “Logic Model: Program Performance Framework” in *Logic Model Workshop*, University of Wisconsin-Extension, Madison, Wisconsin, 12/5/2001, p. 4. Retrieved 9/24/2002 from the World Wide Web: <http://www.uwex.edu/ces/pdande/evaluation/pdf/LMworkshopA.pdf>

**A Possible
Action Plan Outline**

A. What's at stake?

1. The importance of good results
2. The cost of bad results if we fail

B. How are children prenatal to age 5 doing?

1. The conditions of well-being (results) we want for this population (in plain language)
2. How we recognize these conditions in our day-to-day experience
3. How we measure these conditions: indicators of well-being
4. Where we've been; where we're headed: indicator baselines and the story behind the baselines

C. What works - What will it take to do better?

1. Partners who have a role to play
2. What's worked in other places; What we think will work here (best practices, best hunches, and no-cost low-cost ideas)
3. How we will create a comprehensive, integrated, consumer oriented, easily accessible system of services

D. What we and our partners propose to do!

1. This year
2. Next year
3. 3 to 10 years

From "How do we create an action plan and budget?" in M. Friedman, The Results and Performance Accountability Implementation Guide, Fiscal Policy Studies Institute, 2002. Retrieved 10/1/2002 from the World Wide Web: <http://www.raguide.org>. Used by permission.